

# HUNTER-KINARD-TYLER ELEMENTARY

7066 Norway Road  
Neeses, South Carolina 29107

**GRADES** PK-6 Elementary School

**ENROLLMENT** 449 Students

**PRINCIPAL** Debra W. Norman 803-263-4441

**SUPERINTENDENT** Dr. Sandra F. Tonnsen 803-534-8081

**BOARD CHAIR** Mr. Aaron Rudd 803-534-8081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
3	7	56	32	2

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

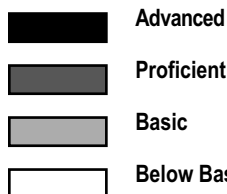
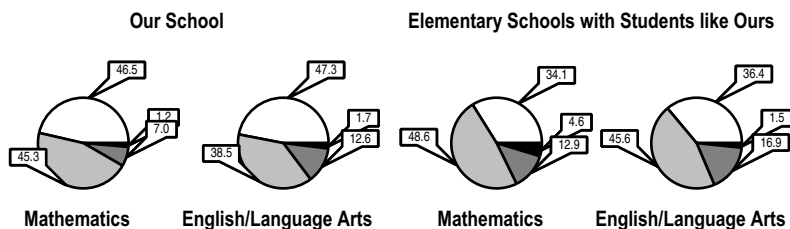
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Good	N/A
2002	Below Average	Good	N/A
2003	Below Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

**Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient** Well prepared to work at next grade level; met expectations

**Basic** Met standards; minimally prepared, can go to next grade level

**Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	33	61	20
Percent satisfied with learning environment	96.8%	75.4%	90.0%
Percent satisfied with social and physical environment	90.9%	79.7%	68.4%
Percent satisfied with home-school relations	21.2%	86.7%	77.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	261	97.7	47.3	38.5	12.6	1.7	14.2	17.6
Gender								
Male	138	97.1	51.6	35.7	11.1	1.6	12.7	17.6
Female	123	98.4	42.5	41.6	14.2	1.8	15.9	17.6
Racial/Ethnic Group								
White	59	100.0	26.4	45.3	26.4	1.9	28.3	17.6
African-American	200	97.0	53.0	36.8	8.6	1.6	10.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	226	98.2	43.0	41.1	14.0	1.9	15.9	17.6
Disabled	35	94.3	75.0	21.9	3.1	N/A	3.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	261	97.7	47.3	38.5	12.6	1.7	14.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	260	97.7	47.3	38.5	12.6	1.7	14.2	17.6
Socio-Economic Status								
Subsidized meals	219	97.3	49.0	39.2	10.3	1.5	11.8	17.6
Full-pay meals	42	100.0	37.1	34.3	25.7	2.9	28.6	17.6

Mathematics								
All students	261	100.0	46.5	45.3	7.0	1.2	8.2	15.5
Gender								
Male	138	100.0	42.6	49.6	6.2	1.6	7.8	15.5
Female	123	100.0	50.9	40.4	7.9	0.9	8.8	15.5
Racial/Ethnic Group								
White	59	100.0	22.6	62.3	11.3	3.8	15.1	15.5
African-American	200	100.0	52.9	40.7	5.8	0.5	6.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	226	100.0	40.7	50.2	8.1	1.0	9.1	15.5
Disabled	35	100.0	82.4	14.7	N/A	2.9	2.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	261	100.0	46.5	45.3	7.0	1.2	8.2	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	260	100.0	46.5	45.3	7.0	1.2	8.2	15.5
Socio-Economic Status								
Subsidized meals	219	100.0	47.8	44.4	6.8	1.0	7.7	15.5
Full-pay meals	42	100.0	38.9	50.0	8.3	2.8	11.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	64	N/A	42.9	34.9	22.2	N/A	22.2
	Grade 4	70	N/A	37.7	52.2	10.1	N/A	10.1
	Grade 5	71	N/A	46.5	45.1	8.5	N/A	8.5
	Grade 6	47	N/A	31.9	46.8	21.3	N/A	21.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	98.4	33.3	45.0	16.7	5.0	21.7
	Grade 4	58	98.3	44.4	31.5	24.1	N/A	24.1
	Grade 5	75	96.0	61.5	33.8	4.6	N/A	4.6
	Grade 6	65	98.5	48.3	43.3	6.7	1.7	8.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	64	N/A	57.1	34.9	7.9	N/A	7.9
	Grade 4	70	N/A	60.0	30.0	7.1	2.9	10.0
	Grade 5	71	N/A	46.5	39.4	11.3	2.8	14.1
	Grade 6	47	N/A	40.4	55.3	4.3	N/A	4.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	36.1	55.7	8.2	N/A	8.2
	Grade 4	58	100.0	47.3	41.8	9.1	1.8	10.9
	Grade 5	75	100.0	47.8	44.8	4.5	3.0	7.5
	Grade 6	65	100.0	55.0	38.3	6.7	N/A	6.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 449)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.6%	Down from 7.4%	3.6%	2.4%
Attendance rate	95.2%	Down from 100.0%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.5%	Down from 4.6%	6.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.0%	Down from 7.4%	8.4%	8.0%
Older than usual for grade	2.4%	Up from 2.1%	2.7%	1.1%
Suspended or expelled	0.2%	Down from 0.4%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	38.9%	Down from 41.7%	46.7%	50.0%
Continuing contract teachers	86.1%	Up from 83.3%	81.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	82.6%	86.2%
Teacher attendance rate	90.2%	Down from 95.2%	94.3%	95.3%
Average teacher salary	\$39,519	Down 1.6%	\$39,111	\$39,909
Prof. development days/teacher	11.0 days	Up from 9.1 days	13.4 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio	15.4 to 1	Down from 17.5 to 1	17.3 to 1	18.9 to 1
Prime instructional time	82.7%	Down from 92.7%	87.9%	89.7%
Dollars spent per pupil*	\$4,582	Down 16.6%	\$6,175	\$5,892
Percent spent on teacher salaries*	82.0%	Up from 56.4%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hunter-Kinard-Tyler Elementary School is preparing our students to become successful and productive citizens by taking on several new initiatives this past year. We revised our School Renewal Plan by establishing a Curriculum Advisory Team to update the curriculum, by using best practices and current innovations for instruction and by establishing Family Math, Science and Literacy Nights. Again this year, we made significant gains on the PACT test. A Character Education program was implemented this year.

This year we made strides in many academic areas. One of our teachers was selected to attend the Roper Mountain Science Center in Greenville. For the 2nd consecutive year, one of our students won the Lt. Governor's Writing Contest in our district for 5th grade. Another student was a regional winner for the Middle and Elementary Schools Academy of Science state-wide contest. Another student was selected for the Governor's Citizenship Award. Many of our students received awards at our annual Awards Day ceremony. Our school was a 2nd year recipient of the Palmetto Silver Award for improved test scores. We also made adequate yearly progress on our Title I Report. Our school received a grant to present "Poetry Alive" to our students and we received a grant to supplement our FOSS science kits. The school participated in the Pennies for Patients, the Relay for Life and the United Way campaigns. We continued with our celebrations such as Girls' Night Out and Boys' Night Out, Career Day, Red Ribbon Week, the Halloween Carnival, Read Across America, Grandparents' Day, H-K-T E Extravaganza Talent Search, Lights on After School, and Parent Educational Workshops.

Our school embarked on several initiatives this year to improve student learning and achievement. Teachers were trained in Standards in Practice and Curriculum Calibrations. Literacy First was extended to grades 3-6. Accelerated Reader continues to be a motivating force with our students. Accelerated Math will be added to the curriculum next year. All of our efforts were geared to improving academic grades, increasing instructional time on task, reducing failure rates, improving reading levels of students, and collaborating more with other teachers.

At H-K-T Elementary, students are provided an opportunity to participate in a rigorous and relevant academic curriculum that will prepare them for secondary training, post-secondary training and their chosen careers. With parents, school and community working together, we look forward to continuing our successes in years to come.

Debra W. Norman, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.